

Course English III Period Teacher J. Barnett
 Unit Ethan Frome Day 11 Date

Objectives: 1.02, 1.03, 2.01 The student will consider, analyze, and evaluate the different perspectives and motivations associated with particular characters from assigned texts.
 2.03 The student will be able to offer textual evidence to support conclusions.
 4.01 The student will identify and discuss the use of irony at the end of *Ethan Frome*.
 4.02 The student will develop thematic connections between *Ethan Frome* and *Spoon River Anthology*.
 6.02 The student will discern and correct errors in writing.

Time Frame	Components (Responsibility/Grouping)	Assessment
20 min.	Warm-up: Student will complete daily grammar and start journal activity. Journal prompt: "My greatest regret". Pick any character from the book and write, from his/her point of view, his/her greatest regret with respect to what happened to Ethan and Mattie. (Bloom's: Knowledge, Comprehension, Synthesis)	Formative evaluation: Call on students to make sentence corrections. Formal Assessment of comprehension: Journal entry.
15 min.	Instructional Input: Together, the class will read the epilogue p. 150-157. Students will take turns reading aloud. I will pause to discuss the shift from third back to first person, thus completing the literary frame. Students will consider the use of irony at the end of <i>Ethan Frome</i> . Students will discuss the question/suggestion posed by Mrs. Ned Hale in the prologue. (Bloom's: Analysis)	Informal assessment: Whole class discussion about the literary devices known as framing and irony. Response to Mrs. Hale's suggestion will assess comprehension of text and information attained through learning stations.

Time Frame	Components (Responsibility/Grouping)	Assessment
10 min.	Introduction: “Dr. Phil’s Fish Bowl: The Bermuda Triangle of Love” (<i>Bridging English</i> p. 100). Each student pair/trio (Think, Pair, Share - <i>Bridging English</i> p.40) will be assigned one of the following characters: Ethan, Zeena, Mattie, Harmon Gow, Mrs. Ned Hale, Roscoe Purkapile, Mrs. Purkapile, Mrs. Williams, Tom Merritt, Mrs. Merritt, and Elmer Karr. The teacher will fulfill the role of “Dr. Phil”.	Informal Assessment: determine student understanding of the assignment by evaluating responses. *Project to be formally assessed with a rubric.
30 min.	Student Activity: Each team will determine and record (Triple T-Chart) the character’s grievances, accusations, and defenses as well as formulate audience questions. One person from each team will be chosen to act the character’s part and sit in the “Fish Bowl”. Character’s will attempt to solve their problems constructively and arrive at a better solution. Character responses should be consistent with the character’s past behavior. Student’s must be able to cite supporting evidence from the texts, learning stations, and class discussions. (Bloom’s: Knowledge, Comprehension, Application, Analysis, Evaluation, Synthesis)	Informal assessment: Circulate around the room and observe student work and progress.
10 min.	Debriefing: Discuss other changes to the action in <i>Ethan Frome</i> that would bring about a more positive ending. (Bloom’s Synthesis)	Informal assessment: Assess students as they participate in discussion and answer questions.
5 min.	Closure: students return to seats and prepare for dismissal.	
homework	Finish Triple T-Chart graphic organizer for tomorrow’s Student Activity and post journal entry.	